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AUTHOR	Vinovskis, Maris A.
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ABSTRACT

This book analyzes the lessons that history can teach those who wish to reform the American education system. It traces the evolving role of the federal government in educational research; explores the course of early-childhood education in the 19th and 20th centuries; examines the history of the Follow Through program, which existed from 1967 to 1994 to help Head Start children make the transition into regular schools; reviews the development of the Even Start program, which works to improve the literacy of disadvantaged parents while providing early-childhood education for their children; discusses changing views of the economic benefits of education; assesses the validity and usefulness of the idea of systemic or standards-based reform; and develops a conceptual framework for mapping and analyzing education research and reform activities. The book's eight chapters are grouped into four parts: (1) "History and Policymaking"; (2) "The Federal Role in Educational Research and Statistics"; (3) "Early Childhood Education"; and (4) "Other Research and Reform Efforts." The conclusion chapter is titled "The Uses of History in Educational Policymaking." (Contains a subject index.) (WFA)

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